DOCUMENT RESUME

ED 133 525 08 CE 009 527

TITLE	Career Guidance Techniques for Classroom Teachers. Parental Involvement. Individualized Learning Systems for: Career Vocational Education Staff Development.
INSTITUTION	Oregon State Dept. of Education, Salem.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
REPORT NO	CG-0007-CD
PUB DATE	76
NOTE	17p.; For related documents see CE 009 526-533
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Affective Behavior; *Career Education; Classroom Techniques; Individualized Instruction; Instructional Materials; *Learning Activities; Learning Modules; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Secondary Education; Skill Development; Teacher Education; Teaching Procedures; *Teaching Skills; Teaching Techniques; *Vocational Development

ABSTRACT

Career guidance techniques in this package focus on the competency area of parental involvement. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves working with the learners in involving parents in the learners' career development. The 8 sample activities presented are titled: "Life-Line," "Parental Expectations," "Expanding Job Horizons," "Test Score Interpretation," "Occupational Brief," "Occupation Visit with Parents," "Educational Planning," and "Parent Survey." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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ED 134525

INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

PARENTAL INVOLVEMENT

Teacher Competency:
Work with the learners in involving parents in the learner's career development.

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PARENTAL INVOLVEMENT

CG-0007-CD

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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A cooperative Region X four-state project pursuant to a grant under the Education Professions Development Act, Part F, Section 553. Conducted through the Oregon Department of Education, Donald Gilles, project director.

CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Work with the learners in involving parents in the learner's career development.

Many factors influence the choices we make. The people we associate with regularly are one of these factors. The peer group, parents, relatives, ministers, counselors and teachers all have a significant influence upon our occupational choices. Often problems arise when others make decisions for us. Their values and interests affect the decision rather than our own. We feel obligated to follow-through on what others expect of us.

When we use decision-making skillfully, we are more likely to be satisfied with the outcome. We will also have greater control over our life because we reduce the degree to which chance or other people determine our future.

Skill in decision-making includes the ability to deal effectively with others and we have a better chance of achieving what we value. These activities will help students involve their parents in their career decisions so that the student's own values, interests and abilities are considered rather than those of their parents.

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PARENTAL INVOLVEMENT

Activity 1 — LIFE-LINE.
Events shape our lives.

Activity 2 — PARENTAL EXPECTATIONS.
Parental expectations often conflict with our own.

Activity 3 — EXPANDING JOB HORIZONS.
Researching parents' jobs for occupational alternatives.

Activity 4 — TEST SCORE INTERPRETATION.
Helping parents develop realistic expectations for their children.

Activity 5 — OCCUPATIONAL BRIEF.
Parental help in collecting occupational information.

Activity 6 — OCCUPATION VISIT WITH PARENTS.
Gaining information about their jobs.

Activity 7 — EDUCATIONAL PLANNING.
Assessing parental reactions to course choices.

Activity 8 — PARENT SURVEY.
Collecting information on parents' jobs.

PARENTAL INVOLVEMENT
Activity # 1
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DESCRIPTIVE ACTIVITY TITLE: Life-Line.

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

GROUP SIZE: Any

TIME REQUIRED: 2 periods

GOALS: 1. To understand how significant events in our lives are related.

2. To become aware of the process of growth and development.

MATERIALS REQUIRED

Life-Line Diagram

Blackboard

PHYSICAL SETTING

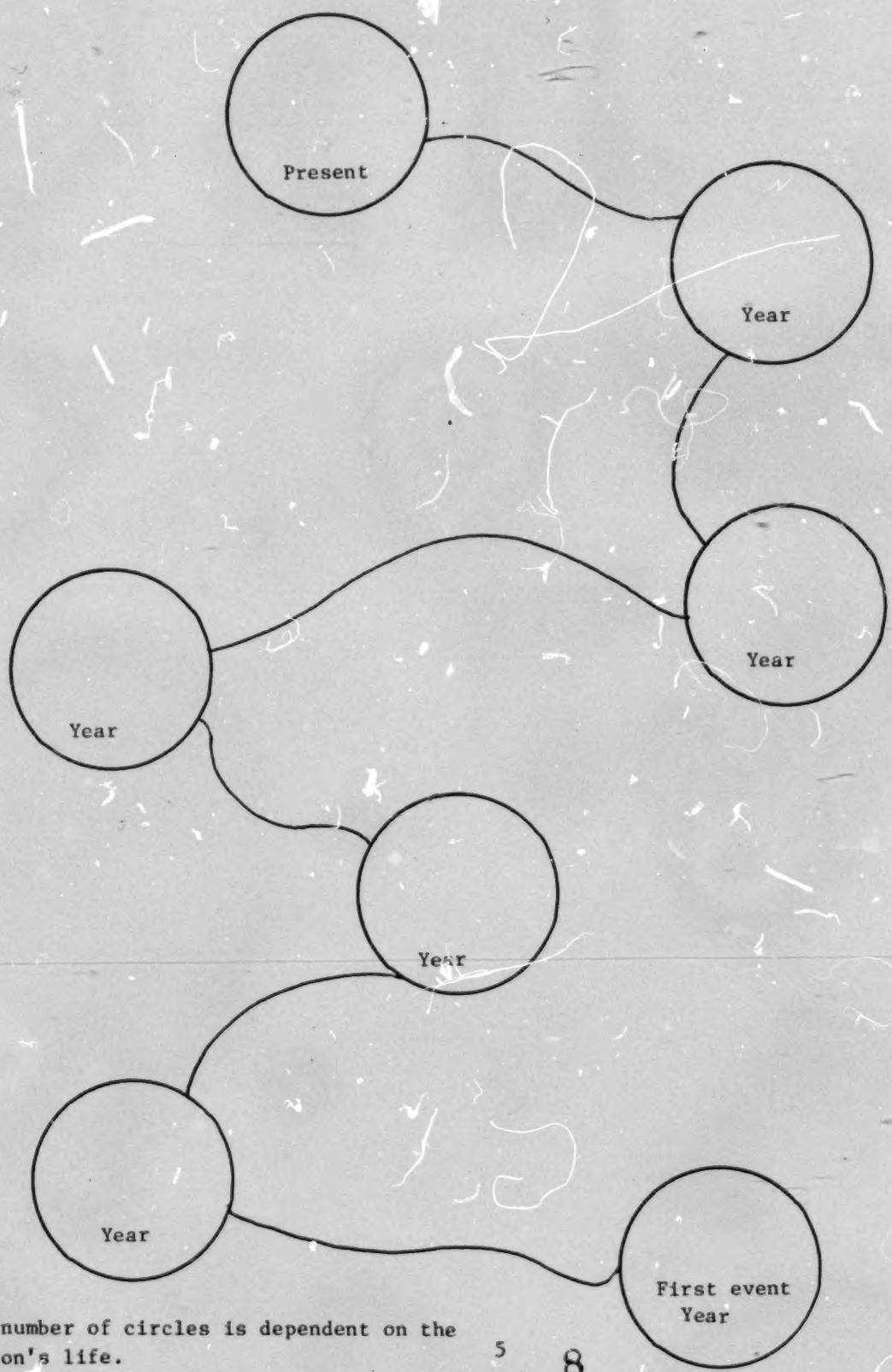
Classroom

Home

PROCESS:

1. Discuss with students and list on the blackboard the kinds of events that tend to shape our lives (school, travel, vacation, part-time jobs, full-time jobs, marriage, etc.).
2. Illustrate how these events occur over a span of time by attaching approximate years to each event.
3. Distribute a Life-Line Diagram blank to each student.
4. Have the students complete their own Life-Line with the assistance of their parents.
5. Discuss aspects of the completed Life-Line.
6. Have the students complete a Life-Line of their parents. Discuss if suitable.

LIFE-LINE DIAGRAM



The number of circles is dependent on the person's life.

PARENTAL INVOLVEMENT
Activity # 2
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Parental Expectations.

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE X ALL

GROUP SIZE: Any

TIME REQUIRED: 2 class sessions

GOALS: Students will assess their own perceptions of parents' expectations for students' educational and occupational goals.

MATERIALS REQUIRED

Expectation Rating Sheets

PHYSICAL SETTING

Home

PROCESS:

1. Ask students to write an essay (or complete Questionnaire I) entitled, "What I feel my parents expect of me," in which they outline how they think their parents feel about their future educational and occupational choices.
2. Ask students to write a second essay (or complete Questionnaire II) about their own expectations of themselves, taking into account what they know about their own values, interests, abilities, etc.
3. Have students ask their parents what their expectations are of the student and write a short essay based on this interview (or complete Questionnaire III).
4. Compare the three essays or questionnaires.
5. Give students the option of sharing the comparison with their parents.
6. Have students role-play their sharing of their aspirations with their parents.

QUESTIONNAIRE I:

1. What are three jobs that you think your parents would like you to have?

2. What three things do you think your parents consider most important in a job?

3. What do you think your parents feel should be most important to you in a job?

4. What are three other occupations you think your parents would like to have?

QUESTIONNAIRE II:

1. List three jobs you would like to have.

2. List three things about each job that you consider important factors.

3. What do you think should be most important to your parents in a job?

4. What are three other occupations you would like your parents to have?

QUESTIONNAIRE III:

Process: Have students ask parents these questions:

1. What three jobs would you like me to have?

2. What three things do you consider most important in a job? (rank order)

3. What do you think should be most important to me in my job?

4. What are three other occupations you would like to have?

Have students bring questionnaires back to school, compare with partners, and then have a group discussion at the end for anyone who wants to share what he or she learned.

PARENTAL INVOLVEMENT
Activity # 3
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Expanding Job Horizons

GOALS: Students will interview parents' about their jobs and then research related occupations.

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE X Any

GROUP SIZE: Any

TIME REQUIRED: 2 class sessions

MATERIALS REQUIRED

PHYSICAL SETTING

Classroom

Home

PROCESS:

1. Students will collectively develop a set of questions to interview a parent, relative, or older friend about their present job.
2. Each student will interview a family member or adult and report his findings to the class.
3. Students will identify the jobs according to an occupational cluster and find five related jobs. See Occupational Information Competency, Activity 2 for clusters.
4. Share findings in related areas with the adult interviewed.

PARENTAL INVOLVEMENT
Activity # 4
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DESCRIPTIVE ACTIVITY TITLE: Test Score Interpretation.

GOALS: To help parents gain an objective understanding of their child's characteristics.

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

GROUP SIZE: 20

TIME REQUIRED: Evenings (2 sessions)

MATERIALS REQUIRED

Standardized Tests

Note: the cooperation and assistance of the school counselor will be necessary in this activity.

PHYSICAL SETTING

Classroom

PROCESS:

1. Invite parents to school to take a test or tests that have been administered to their children.
2. Explain the purpose of the test, what it measures, and why we collect the data on students.
3. Administer the tests to the parents.
4. Arrange for a second meeting with the parents.
5. Score the test and develop a profile on each parent prior to the second session.
6. At the second session, develop the concept of norms and the use of profiles.
7. Interpret the test results.
8. Distribute copies of students' scores to parents. (Only their own children's scores should be revealed.)
9. Interpret the results and discuss the implications for educational and vocational planning.

PARENTAL INVOLVEMENT
Activity # 5
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Occupational Brief.

GRADE LEVEL: ____ JH
____ HS
____ PHS

GOALS: Have parents help students collect accurate information about parents' occupations.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: 1 class

TIME REQUIRED: Open

MATERIALS REQUIRED

Occupational Brief

PHYSICAL SETTING

PROCESS:

1. Obtain, or have students obtain, occupational briefs from the school counselor or school career resource center. Select briefs describing jobs that parents of your students are presently working in.
2. Give each student an occupational brief describing his parents' present job. Brainstorm with the class and develop a form to be used by the parent(s) in critiquing the brief against their first-hand experience. This could include any pertinent information students are interested in in finding out about jobs in general.
3. Students have their parent critique the brief(s) for accuracy and completeness. Specify a period at a later date when students will report on their parents' critique.
4. Assist students on the day of reports, as needed, to make meaningful conclusions about the results obtained. Consider the importance of using several sources, the need for interviewing workers, comparing national, state and local information, etc.

PARENTAL INVOLVEMENT
Activity # 6
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Occupation Visit

GRADE LEVEL: X JH
X HS
PHS

GOALS: Student will become aware of one day's activities on their parents' job.

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

MATERIALS REQUIRED

Permission Letter to Parents

PHYSICAL SETTING

GROUP SIZE: Class

TIME REQUIRED: 1 day

PROCESS:

1. Write a letter of explanation to parents concerning the goals of releasing the students for a full day on-the-job visit with the parent (or another person if parent not applicable).
2. Release students on designated date.
3. Students discuss their visit and/or relate the experience through a report the teacher may designate.*

*A questionnaire may also be devised for students to complete during the day of the visit.

PARENTAL INVOLVEMENT
Activity # 7
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Educational Planning

GRADE LEVEL: X JH
X HS
PHS

GOALS: Encourage parents to participate in planning for their children.

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

MATERIALS REQUIRED

PHYSICAL SETTING

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Have students write a letter to their parents to (1) inform parents what courses the student is presently taking and (2) explain why they are taking those particular courses.

   Discuss the purpose of the activity briefly and clarify any questions students may have. Make it clear that the letter will actually be mailed to their parents and encourage serious thought in what they include.

2. Specify time when parents' reactions will be discussed.
3. Allow time for students to complete their letter and collect them at the end of the period to ensure that parents actually receive it.
5. On specified date, after parents have received the letter, discuss: what happened? what were parents' reactions? did students actually plan or have purpose for courses they registered for?

PARENTAL INVOLVEMENT
Activity # 8
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Parent Survey.

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
E

GROUP SIZE: Class

TIME REQUIRED: 1 class

GOALS: Student will gain information on parent occupations.

Parents will become involved in school activities.

MATERIALS REQUIRED

Parent Survey Sheet

PHYSICAL SETTING

PROCESS:

1. Distribute "Parent Survey" sheets to students, instructing them to ask their parents to complete the forms. Students are to return the sheets by a specific date.
2. When the survey sheets are returned, discuss them as a class.
3. If parents express interest in coming to class, contact them, discuss the purposes of the visit, and schedule them.

PARENT SURVEY

Dear Parent,

Your child is studying various occupations in this _____ class and we would appreciate your assistance by answering the following questions concerning your career. You may leave your name off if you prefer.

What is your occupation?_____

What are your specific duties?_____

What influenced you to go into this occupation?_____

What experience and training have you had for this occupation?_____

_____

What salary range can be expected in this occupation?_____

What hobbies or leisure time activities interest you?

Related to job:_____

Not related to job?_____

What other occupation are you qualified to do if you should need to change jobs?

_____

Would you be willing to come to class to discuss your job and career with us?

_____

Thank you for your cooperation.

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